

Childminder report

Inspection date: 2 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder offers a warm and friendly welcome. Children arrive happily and separate confidently from their parents. They are exceptionally keen to get involved in play with their peers. The childminder engages children in making choices about how they want to spend their time. She plans an interesting range of play opportunities for children of differing ages.

The childminder has very clear expectations of the children. She respectfully communicates with them in a way that meets their developmental needs. Children respond positively to the childminder. They are exceptionally kind to each other and confidently take turns and share toys. The childminder skilfully supports children to problem-solve in order to further develop their play. For example, she encourages them to think about how they can create a bigger den so they can all fit inside.

The childminder supports children to develop their understanding of the world around them. Together, they spend time observing the birds and other wildlife in the garden. Children demonstrate a particular interest in a spider on the wall in the playroom. The childminder engages them in conversation about how long the spider may have been there.

What does the early years setting do well and what does it need to do better?

- The childminder has developed a clear and ambitious curriculum. She focuses on children's prior knowledge and experiences. The childminder uses this information to effectively plan for their learning. She ensures a strong balance of adult-supported activities and play that is led by the children. As a result of skilful planning and support, children make good progress across all seven areas of learning.
- The childminder is highly committed to her own professional development. She attends numerous training programmes that further extend her understanding of children's learning. The childminder is reflective in her approach. She evaluates the provision and makes thoughtful choices about how to further meet children's individual needs.
- Children's communication and language are well supported. The childminder actively listens to children's thoughts and ideas. She models the correct pronunciation of words in context, in order to further support children's understanding. The childminder takes every opportunity to extend children's vocabulary through their play. As a result of this, children are confident communicators who are keen to talk to visitors.
- The childminder supports children to develop their understanding of a healthy lifestyle. For example, she provides nutritiously balanced snacks and meals. The childminder sensitively encourages children to try new foods. Children benefit

from spending large amounts of time outdoors. Together with the childminder, they visit local parks and playgrounds. The childminder supports the development of their strength and stamina as they use large play equipment.

- Children are learning to get involved in their self-care. The childminder encourages them to develop their independence. For example, she supports them appropriately to use cutlery at mealtimes. The childminder works in partnership with parents to ensure that children receive appropriate support with toilet training. However, she does not consistently enable children to develop good hygiene practice, in particular with regard to effective handwashing.
- The childminder teaches children how to manipulate a range of tools and equipment. This effectively supports the development of their fine motor skills and hand-eye coordination. As a result of this patient and skilful teaching, young children confidently use scissors to snip at the play dough.
- The childminder raises children's self-awareness. She effectively supports their understanding of the similarities and differences between them. For example, she talks to young children about the different styles of their hair following a recent visit to the hairdressers.
- Parents are extremely positive about the childminder. They comment on the wide range of experiences that children get involved in. They are thrilled with the close and nurturing relationships that the childminder develops with all children. Parents consider that the childminder provides a strong foundation for children in their early years.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen teaching of children's hygiene routines and self-care skills to ensure consistently healthy practice.

Setting details

Unique reference number	201675
Local authority	Warwickshire
Inspection number	10317470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 1996 and lives in Rugby. She operates all year round from 7.30am to 5.30pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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